

Building the Engaged Campus

Compact Campus Compact's Indicators of Engagement Project (IOEP)

Five Thematic Grouping of the Indicators of Engagement

1. **Institutional Culture** acknowledges a wide spectrum of possibilities exists for understanding and acting on a college or university's connection to its community. This section examines those indicators that help establish a broad culture of engagement—a culture that demonstrably affects the ways in which faculty, students, and community partners experience the goals and priorities of the institution. These indicators include *mission and purpose* and *administrative and academic leadership*.

2. **Curriculum and Pedagogy** focuses on one of the most important lessons of the last decade: civic engagement must be rooted in the core work of the college or university if it is to be effectively spread throughout the institution. Since the core work of the institution is teaching and learning, civic engagement must be linked directly to the curriculum. This section looks at those indicators—*disciplines, departments, and interdisciplinary work* and *teaching and learning*—that measure the degree to which community-related work has become part of the institution's teaching and learning activities.

3. **Faculty Culture** examines issues of faculty identity. If faculty feel neither prepared nor rewarded for their engaged work, the curricular connection cannot long survive. Therefore, this section examines faculty culture and the two indicators, *faculty development* and *faculty roles and rewards*, that suggest faculty are getting the support they need to undertake the task of linking the curriculum to the community.

4. **Mechanisms and Resources** recognizes that successful engagement depends not only on institutional culture and faculty self-understanding; it also depends—rather directly—on the concrete and specific resources the college is willing to commit to support civic engagement. This theme asks whether community concerns can hold their own in the face of decisions regarding the bottom line. It also explores the ways in which students themselves are empowered to support the engagement process. The indicators included here are *internal budget and resource allocations, support structures and resources, coordination of community-based activities, and student voice*.

5. **Community-Campus Exchange** turns to the off-campus community itself. Civic engagement means more than successful “outreach” in the traditional sense. It also presupposes an important shift in the way in which the higher education institution regards the surrounding community. No longer does the college act on its own, however benign its intentions. Instead, it recognizes the community as an equal partner, fully entitled to participate in all matters affecting the two. This theme explores indicators that measure the community role in the engagement process: *external resource allocations, community voice, and forums for fostering public dialogue*.